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ABSTRACT

This manual, one of four related documents, is an overview of a program in the Tredyffrin/Easttown School District (Pennsylvania) to remove sex bias from the curriculum, from extracurricular activities, from guidance materials and practices, and from personnel practices. The first part of the manual describes the model in terms of its rationale, definitions, goals, descriptions, and operating principles. The second part discusses the relationship between the program, and those involved: the coordinating committee, program coordinator, parents, community, school board, staff, students, and others. The third part explains how to set the process for change into motion and then maintain the momentum until the district has reached its goals for sex fairness. (Author/LD)

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THE TREDYFFRIN/EASTTOWN PROGRAM

A Comprehensive Model for Public School Districts

coordinator's manual

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and the staff of the

Tredyffrin/Easttown School District

George F. Galwood, Superintendent

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Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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HISTORY

The Sex Fairness Program at Tredyffrin/Easttown (T/E) began modestly in April 1974, with a small committee appointed by Dr. George F. Garwood, School Superintendent. The committee's job: to look over the education program from top to bottom, to see what the district needed to do to offer equal education to children of both sexes.

By June 1977, the committee was putting the finishing touches on a federally funded program that school districts across the nation might use as a blueprint for making their programs sex fair.

What happened in between?

How did T/E grow from a few people -- the Sexism Study Committee, chaired by English teacher Marylyn Calabrese -- settling down to talk about sexism, to administrators, teachers, and parents throughout the district becoming involved and supportive of the T/E Sex Fairness Program?

The first year, 1974-75. "Let's be specific," the committee decided from the beginning. So they met through the year to analyze what was happening at T/E and to look over sex fairness resources available from around the country.

Then they spelled out -- in 90 specific guidelines -- just what had to be done to remove bias (1) from the curriculum; (2) from extra curricular activities; (3) from guidance materials and practices; and (4) from the personnel policies.

Soon they saw that administrators would need some easy-to-use materials to get the job done in each of the four areas. So, in a summer workshop, the committee came up with a handy packet of in-service activities to explain what sexism is and how it limits students, and to show how the guidelines could help eliminate sexism in the T/E district.

The second year, 1975-76. With in-service activities in hand, the committee and other school district administrators took the program to teachers throughout the district. The response was encouraging; many teachers and other staff members were asking how they could work around biased texts in current use. "We need sex fair activities and units to supplement these," was the request from teachers at all grade levels.

Others pointed out that for sex fairness to become a reality, parents too, must understand and support it.

At the same time, the committee began to get requests for information on sex fairness programs from many school districts in Pennsylvania.

The committee considered the possibilities: "Our experiences and future plans could be helpful to other districts in becoming sex fair," they reasoned. They decided to write a proposal for a grant to record their efforts in such a way that almost any district could follow the same process they used.

So they applied to the Department of Health, Education and Welfare for funds under the Women's Educational Equity Act of 1974. In the proposal, the committee suggested that any district trying to eliminate sexism would probably go through the stages T/E was going through. In the first stage, they'd identify what had to be done; in the second, they'd plan and carry out a complete in-service program; in the third, they'd revise the curriculum, K-12.

The committee also proposed that it would be important to validate the model by trying it out in other school districts before offering it to any school districts nationally.

The third year, 1976-77. An exciting, challenging year started with the news that T/E had been awarded a two-year grant to develop a model sex fairness program. Newspapers picked up the story of T/E's leadership, and more districts called for assistance. It was also a rewarding year of involvement throughout the district:

- Fifty teachers and guidance counselors from all subjects and grades got together to figure out how to make a total curriculum sex fair. In small groups, they revised their own subject areas and created specific units, assignments, and suggestions for countering sexism in the major subject areas. They tried out everything in their own classrooms.
- Parents from T/E's eleven schools identified what parents should know about sex fairness and how it was best to get the message across. Support for the program was based on open communication.
- Administrators met to spell out the particulars of an administrator's role in a comprehensive sex fairness program.

Meanwhile, the original Sex Fairness Committee improved the materials they had created earlier and, with the assistance of outside consultants, prepared the finished program for printing and testing. Also, a group of teachers and administrators looked over all materials to see that everything was free of racial bias as well.

The fourth year, 1977-78. The project staff identified districts in Pennsylvania to try out and validate T/E's model. Interested in complying with state and federal laws banning sex discrimination, many districts were pleased to find methods and materials they could adapt so easily to their own needs for sex fairness. More than that, they found the program spoke their language since it had been developed by their counterparts in another school district.

The T/E district is happy to share with your district its model for providing equal educational opportunities to all students, regardless of sex. It's not a magical formula; its success will rest on commitment, time and effort from you. But the investment you make now in sex fair education will pay handsome dividends in the futures of countless students who will pass through your hallways and classrooms in the coming years.

PROGRAM ORGANIZATION

Becoming Sex Fair is organized into three stages. Each stage will help you design and carry out one part of a sex fairness program matched to your school district's needs. A separate Coordinator's Manual provides an overview of the program, as well as additional information and guidance for the person responsible for organizing and implementing the district-wide sex fairness program.

Stage One: Preparing for Change helps you to identify your district's needs and to establish sex fairness guidelines in all educational areas. Suggestions are given for implementing these guidelines, while a supplementary section prepares administrators for carrying out their responsibilities.

Stage Two: Planning the In-Service Program explains how to develop a comprehensive in-service program for administrators, teachers, and parents. In addition, you'll find step-by-step directions for preparing and leading individual meetings. The manual contains many activities and resources to use at in-service meetings or in the classroom. To find other valuable sources, you can refer to the annotated bibliography.

Stage Three: Revising the Curriculum is in two parts. The first part describes the characteristics of a sex fair curriculum and explains how to conduct a workshop in which teachers and other members of the professional staff begin the task of reviewing and revising the curriculum for their areas. In the second part you'll find sample materials which offer ideas for making a curriculum sex fair in many subject areas and at all grade levels.

INTRODUCTION

One person -- with the help of many people and resources -- guides a district through the process of becoming sex fair. That person is the Program Coordinator. The coordinator meets this challenge by organizing and training a Sex Fairness Coordinating Committee to share program responsibilities. Although the committee will divide the program into workable pieces, it is the coordinator who must always have in mind a unifying vision of where the program is going and why.

That is the purpose of the first part of this manual: to give an overview of the Tredyffrin/Easttown model, a three-stage program any school district can adapt to eliminate sexism. The first part tells the what and why of the model: its rationale, definitions, goals, description, and operating principles.

The second part of this manual points out that to achieve sex fairness a district must involve everyone in some way. Therefore, the relationships of different people to the program are described. Who are these people? The Sex Fairness Coordinating Committee, the Program Coordinator, parents and the community, the school board, the superintendent, district administrators, teachers, noninstructional staff, and students.

The third part explains to the coordinator what actions he or she must take at each stage of the program. This is the "how" of the program -- exactly how to set the process for change in motion and maintain the momentum until the district has reached its goals for sex fairness.

Who should read this manual? As the title suggests, it is a handbook for the coordinator, who should study it thoroughly before launching any part of the program. However, the superintendent and others requiring an overview will want to read it as well.

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THE PROGRAM: PHILOSOPHY AND DESCRIPTION

RATIONALE: WHY A SEX FAIRNESS PROGRAM?

Change. It's one of the few constants of our day. Changing career patterns, changing life styles, increasing complexity in day-to-day living.

What does it all add up to for today's students, who will graduate into tomorrow's world and spend most of their lives in the twenty-first century? Department of Labor statistics predict that most children now in school will work for at least 25 years. There will be more single-parent families, more people of both sexes raising children and pursuing careers at the same time. To get along in tomorrow's world, every student needs a kit bag packed with a variety of skills and knowledge. A child's gender has little to do with what he or she needs to learn today.

This means that our schools must open more options for all students. But old stereotypes are persistent. From kindergarten on, many schools continue to channel children into activities, behavior patterns, courses, and career options based on gender.

Yours may be one of the many districts to say, "We want educational equity for both boys and girls; it's sound educational philosophy," or "Help! We want to comply with federal and state equal education laws. We're getting pressure from parent groups and from our own staff."

But where to begin? How do you fill both the letter and spirit of the law? How do you satisfy concerned parents? What do you do about biased textbooks and curricula, ingrained attitudes, and athletic budgets and school policies that discriminate by sex instead of encouraging individual growth?

This program, Becoming Sex Fair, was developed by the Tredyffrin/Easttown (T/E) School District, Berwyn, Pennsylvania, so that it could solve some of the same kinds of problems you may be facing. Other Pennsylvania districts have used it as a model to eliminate sex discrimination from all parts of their school operations. You, too, can use it as a blueprint for change in your district./

Becoming sex fair takes energy, commitment, organization and hard work over an extended period of time. But it need not be expensive, since you can do it using the staff on hand. So why not take the positive stance? Use this program to create a climate where change toward sex fairness becomes not only possible, but also necessary. It's a long-term investment in the futures of all students who study in your schools.

DEFINITIONS: WHAT IS SEX FAIR EDUCATION?

Let's first look at the meanings of three terms you'll find used throughout this program:

sexist: discriminating on the basis of a person's gender; assuming that because you know a person's gender, you automatically know something about her or his abilities, aspirations, strengths, or shortcomings; measuring people by sex stereotypes

non-sexist: considering each person as an individual with particular talents, needs, hopes, and weaknesses unrelated to gender; regarding sex stereotypes as meaningless restrictions upon people; the opposite of sexist

sex fair: used interchangeably with non-sexist; since sex fair has the more positive connotation, we've chosen to use it more often than the term non-sexist in this program

As you begin using the T/E Sex Fairness Program, you'll find that many people are confused about the meanings of these terms, as well as about the meaning and outcome of a sex fairness program in the schools. Let's consider what a sex fairness program is not:

- it has nothing to do with sex education or the study of the human reproductive system
- it has nothing to do with eliminating true sex differences
- it has nothing to do with a wholesale discarding of biased textbooks
- it is not a political movement

What is it, then? Here is what a sex fair education would be like in an actual school district.

- From the superintendent and the school board to every staff member, there is active commitment to the principles of equal educational opportunities for all students. This commitment didn't occur overnight. It happened because the district revised and communicated school board policies on sex fairness and because the staff was trained to recognize what sexism is and how to change educational programs for sex fairness.
- All parts of the school program benefit children of both sexes, since each child is treated as an individual with many educational and career options.
- The total curriculum has been reviewed and revised, where necessary, to remove sex bias.
- There are still sexist textbooks used in some courses; however, the teachers using them have developed sex fair units and assignments to balance the texts. As books are replaced, sex fairness is one important criterion in their selection.
- Every course is open to students of both sexes. If a particular course -- say, Typing or Calculus -- has been traditionally stereotyped, the district has taken action to remove the stigma and to encourage interested students of both sexes to enroll in the course. The underlying philosophy is that everyone will need similar skills for earning a living, getting along with others, building a positive self-image, developing recreational interests, and managing in a complex world.
- By the same token, the extra-curricular activities program is designed to encourage students of both sexes to join and take leadership roles.
- The media centers and libraries have a good selection of sex fair books, reference works, and films for use by teachers and students.
- The guidance department counsels and encourages students on the basis of interest and ability, without regard to gender.
- Parents understand and support the program because the district established good communications from the very beginning about the program's value to students of both sexes.

- Most students graduate understanding that outdated stereotypes need not restrict their futures in any way.
- Staffing patterns are changing so that there is a better balance of both sexes in teaching, administrative, and support positions.

Comprehensive? A lot of work? Time consuming? Yes. But it's both possible and worthwhile, as other school districts have discovered.

GOALS: THE TREDYFFRIN/EASTTOWN SEX FAIRNESS PROGRAM

How can we achieve sex fair education in the day-to-day operation of an actual school district? The T/E program can help you achieve the goals listed below:

- to implement a comprehensive model to make an entire school district sex fair
- to conduct a district-wide needs assessment regarding curriculum, guidance, extra-curricular activities, and personnel (Stage One)
- to establish a district-wide in-service program regarding sex fairness (Stage Two)
- to review and revise the district's curriculum for sex fairness (Stage Three)

DESCRIPTION: THE TREDYFFRIN/EASTTOWN PROGRAM

This model is comprehensive, provides a systematic approach, and is designed to bring about a positive structure for change over a period of time. Also, it is inexpensive to implement, easy to use, and adaptable in different settings.

Comprehensive. Becoming Sex Fair: The Tredyffrin/Easttown Program is a comprehensive model that any public school district can adapt to eliminate sexism in institutional structure, policies, and operations without hiring additional help or outside consultants. It includes suggestions for use in

different settings and materials for every step -- initial orientation, assessment of district needs, drawing up plans for implementation of sex fairness guidelines, carrying out an extensive in-service program, and reviewing and revising the curriculum, K-12. It is a systematic process a district can use to eliminate sexism in all areas of school life.

Systematic. Why a systematic, step-by-step approach? Because all parts of a district are interrelated, so that change in one part of a district affects other parts. For example, if the Home Economics Department suddenly enrolls boys, then parents and students soon will be asking questions of the principal, the staff, and the school board. Therefore, such decisions must be part of a carefully considered plan for the whole district, and not just one or two people working alone at what would be an overwhelming task.

Gradual. Becoming sex fair is a gradual process. The program begins with the selection of the Sex Fairness Coordinating Committee, headed by the Program Coordinator, who will develop a comprehensive, long-range plan for eliminating sexism in your district. These people, in turn, will draw in additional staff to share responsibility as the plan is carried out. Finally, as the district progresses toward sex fairness in all aspects of education, you will have involved nearly everyone in the district in some way. Once the process of change has begun, the sex fairness program can become self-perpetuating.

How long does it take? The T/E model was designed to extend over three years, allowing one year for each stage. However, this can be shortened or lengthened according to how much your district has already done to eliminate sexism.

Some districts may prefer to overlap the stages, beginning another stage while the previous one is still in progress. Or a few might decide to start

Stage Two, "Planning the In-Service Program," and Stage Three, "Revising the Curriculum," at the same time -- if they can assign two different groups of people to carry out the two stages. In this case the coordinator's role would be vital to keeping each stage moving along smoothly, without conflict.

But time can work to your advantage. Even old ways of thinking can change over a period of time. If you carry out the program gradually, slowly but thoroughly, everyone will have a chance to get used to changes and to learn about your sex fairness program before you move on to the next stage.

Inexpensive to Implement. It is, especially if you consider that it involves everyone and affects all aspects of education in the district.

Since the program is complete and self-explanatory, people already on the staff can direct and carry it out. No additional staff, no consultants to hire.

Also, you have options on how much to spend and where to spend it. For example, you can tailor your program to fit your usual methods of staff training and the district calendar of in-service days.

Then what are the kinds of costs you should budget for? Time will be your main investment. The coordinator will be able to do a more thorough job if she or he has some time released from other activities. Teachers who are committee members will need to have substitutes if meetings or in-service sessions are held during class hours. If meetings are planned for after school hours or during the summer, teachers and other staff should be reimbursed for this time.

Naturally, you want to keep costs down. But cost is a double-edged sword. What a district spends money on tells people what the district thinks is important. One of the ways you demonstrate that sex fair education is a priority is by making the time available for staff training; by making it possible for sex

fairness to happen in your district. Costs? Yes, there are some. But they are small compared to the benefits the program can yield for your students.

Easy to Use and Adaptable. You are strongly encouraged to change this program in any way that will make it better or easier for you to use and still meet your goals for equal education. The T/E program was designed to be adapted by and for each district. This way, you can solve your district's specific problems, not someone else's. The program provides various options within a basic framework so that a district can easily adapt the program for its own needs. It is easy to use, with full explanations provided, so that no prior training is needed to carry it out.

Each stage of the T/E program is contained in a separate manual. A summary of program objectives, materials, and participants follows on page 8. For a brief look at the outcomes you can expect from each stage, refer to pages 9-10.

OBJECTIVES, MATERIALS, PEOPLE

<i>Stage/Time</i>	<i>Objectives</i>	<i>Materials</i>	<i>Persons Responsible</i>
STAGE ONE 6-8 months	To prepare Coordinating Committee for their tasks	Coordinating Committee Orientation Program	Program Coordinator
	To assess district sex fairness needs	Sex Fairness Survey	Sex Fairness Coordinating Committee
	To establish district sex fairness guidelines	Sample Sex Fairness Guidelines	
	To make plans for implementation of the guidelines	Self-Evaluation Checklists	
2 months	To prepare administrators for their role in implementing the guidelines	Administrators' Workshop	Administrative Steering Committee
STAGE TWO 10 months and ongoing	To develop staff awareness of and commitment to sex fairness through an extensive in-service program	A structure and organization for the in-service program	Program Coordinator
	To monitor implementation of the sex fairness guidelines	Twenty in-service meeting activities	Sex Fairness Coordinating Committee
			District Administrators
STAGE THREE 10 months and ongoing	To develop staff competencies in sex fair curriculum revision	Curriculum Review and Revision Workshop	Program Coordinator
	To review and make plans for revising the curriculum for sex fairness	Strategies for surveying materials for sex fairness	Curriculum Revision Committee
	To integrate results of the plan into the district's curriculum	Rating Forms	Sex Fairness Coordinating Committee
	To monitor implementation of the sex fairness guidelines	Plan of Action for the sex fair curriculum	District Administrators
		Sample sex fair materials	

Stage One: Preparing for Change. The manual for this stage spells out for the Sex Fairness Coordinating Committee the how-tos for getting the program underway in your district. You can expect these results from Stage One:

- a detailed list of the district's sex fairness needs
- a clear statement of the district's sex fairness guidelines
- a long-range plan for meeting those needs based on the district's specific guidelines for sex fairness
- trained staff members, with experience in sex fairness, ready to assist in carrying out the long-range plan
- administrators who are prepared for their particular responsibilities in carrying out the long-range plan for sex fairness

Stage Two: Planning the In-Service Program. This part of the program begins with the assumption that a district has a long-range plan. As a result of Stage Two, you and others can expect:

- a plan of in-service workshops and other programs for teachers, administrators, parents, and others in the district
- educators who know what sexism is and how it limits students, and who know district policy on sex fairness
- teachers who are alert to sexism in teaching materials and in their own behavior
- parents who are reassured and support the program as a result of open communication
- continuing implementation and monitoring of the guidelines developed in Stage One

Stage Three: Revising the Curriculum. Stage Three assumes that a district has developed the guidelines by which it will become sex fair, that the staff understands (as a result of in-service training) what sexism in education is, and that the district is ready to commit time and staff to planning a revision of the total curriculum for sex fairness. This stage explains how to review and revise the curriculum. You can expect these outcomes from Stage Three:

- a group of teachers and administrators who are knowledgeable regarding review and revision of the curriculum for sex fairness
- a plan of action for a sex fair curriculum
- strategies for integrating results of the plan into the district's curriculum
- continuing implementation and monitoring of the guidelines developed in Stage One

If you want more information on how the T/E program was developed, see the "History" that appears on page vii of each of the manuals.

BASIC ASSUMPTIONS: TEN OPERATING PRINCIPLES

As the Sex Fairness Committee of T/E developed this program, they came to recognize certain underlying assumptions as essential to their success. You will want to carefully consider these same ideas as a guide to developing your program.

For Both Sexes. A sex fair education will benefit students of both sexes. Many people have the misconception that eliminating sexism in education is a program for girls only. In the past, countless students have been harmed by stereotypes -- boys who considered themselves failures because they came in second or third or last; girls who skipped the more demanding courses because it wasn't the "feminine" thing to do; boys and girls who were encouraged to choose courses or careers on the basis of gender, without regard to interest or ability.

By removing sexism from all aspects of the educational program you can do away with such limitations on students. With a sex fair education, it is the individual -- male or female -- who stands at the center.

Different from Women's Studies. Sex fair education is not synonymous with women's studies, although it is based on the contributions women's studies scholars have made in all subject areas. Women's studies has come to mean

courses of information about women exclusively. Such courses obviously have value, but they are not the total focus here. Also, women's studies often means college- and sometimes high-school-level courses that are provided separately, but are not integrated into the total curriculum. All units and activities described in this program are meant to be merged with a school curriculum as it now exists, although there's no reason why pieces of the program couldn't be used separately as part of a high school or college unit on women's studies.

Not a Political Movement. This program is not a political movement. Some people mistakenly equate sex fair education with radical feminist politics. Sex fair education is unrelated to politics of any kind, although its historical basis is in the women's movement. The aim of a modern sex fairness program is to free all students from the restraints of bias.

Focus on Professionalism. Professionalism is built into the T/E model. In turn, it's important that you build professionalism into your program. How? By demonstrating that sex fairness is a serious responsibility for every educator. Even though most people are biased to some degree, educators should be able to separate personal bias from professional responsibilities. This becomes easier once educators understand what sexism is and feel comfortable with the sex fairness program. Then they can say, "Sex fairness is school board policy. As an educator in this district, I will support sex fairness and its benefits for all students."

Professionalism is vital for all meeting leaders, too. A professional demeanor sets the tone of a meeting and helps dampen hostility and other negative reactions. It conveys the district's sense of purpose about the program, just as it does for any other new and important educational program.

Changing Behaviors and Attitudes. Some people think a total change in attitude is a prerequisite for any effective action. However, this is not necessarily so. What is important is that educators accept sex fairness as part of their professional behavior, regardless of their personal beliefs. For example, a shorthand teacher may change her or his behavior by including boys in the class, but continue to feel that there's something wrong with boys who want to learn this skill. Eventually that teacher's attitude may change, as she or he sees through experience that, like girls, some boys find stenography a good way to start out in the business world.

As people learn more about the principles of sex fair education, their behaviors and attitudes will begin to change. Facts, information, and understanding go along with making sex fairness a meaningful part of school life.

Eliminating Bias along with Discrimination. As you strive for equal education, you'll be dealing with the nature of both discrimination and bias. Whereas Title IX focuses on eliminating sex discrimination, a sex fairness program stresses eliminating bias along with discrimination. For example, opening all classes to both sexes is one way of getting rid of sex discrimination; dealing with unconscious sexist attitudes of teachers and administrators is necessary for getting rid of sex bias. The sex fairness program is meant to help your district comply with both the letter and spirit of Title IX and get to the roots of sex bias.

Consideration of Minority Needs. The principles of equal education are counter to any kind of prejudice. Although the major focus of this program is on counteracting sexism, the materials and activities that have been included can help you work with students who have experienced racism as well as sexism. As you develop overall sex fairness plans, be sure to consider students with this background. The T/E program is designed for use by any school district,

regardless of racial makeup. Basically, it is a process for becoming sex fair that can be adapted to any special needs of the district.

Functions within the School System. For sex fairness to happen in your district, it must take place through the same channels that bring about any kind of change in your district. The change must occur inside the system, regardless of whether the initiative for change came from outside or inside the system. For example, you may have state or federal pressures to comply with Title IX. Or perhaps several parents are asking questions about discrepancies in courses. Or a teacher may call attention to bias in the curriculum. Some of these queries can be answered as they arise. But if change is to be meaningful and long-lasting, it must be reflected in school board policy and commitment that starts at the top and continues until all parts of the district are in harmony with the principles of equal education.

Short- and Long-Term Change. Change takes varying amounts of time. Some changes are easy and take place quickly; others take a long period of time. For example, it's fairly easy to change course titles and open classes to children of both sexes. However, it takes longer to make changes in behavior and attitudes. Just because you admit girls to Industrial Arts doesn't mean you automatically change the teacher's expectations of girls in that class.

Stresses Open, Positive Communication. It is important that people throughout the district know what you are doing and why. Positive communication is the best way to prevent rumors or speculation about what you're doing. People are more likely to support the program if they understand what it's all about. This can be accomplished through newsletters, newspapers, fact sheets, parent-teacher meetings, and workshops and by having informed people at each school.

THE PEOPLE: WE ARE ALL AGENTS OF CHANGE

Becoming Sex Fair is a people project. Sex fairness happens when people work together to achieve it. Any school community is made up of many diverse, yet interdependent, groups; each has a role to play if sex fairness is to become a reality in your district.

Why involve everyone? First, when people are involved in a project from the beginning, they are more likely to support it since they have been able to ask questions and make contributions all along.

Second, it's a big job to change the educational program so that it is sex fair. You will need the input and help of many different people.

Third, the more people who are involved in the program, the more opportunities there will be for communicating about sex fairness and for dispelling fears and misunderstandings.

The T/E model involves people in a systematic way, beginning with a Sex Fairness Coordinating Committee, then moving outward in widening circles until it affects nearly all educators, parents, and students in the district.

On the following pages, we'll discuss the ways in which these individuals and groups can be agents of change in the process of becoming sex fair:

- The Sex Fairness Coordinating Committee
- The Program Coordinator
- Parents and the community
- The school board
- The superintendent
- District administrators
- Teachers
- Noninstructional staff
- Students

THE SEX FAIRNESS COORDINATING COMMITTEE

How can you gain district-wide support for your sex fairness program from the very beginning? How do you keep communication alive and well as the program

progresses? The Tredyffrin/Easttown district did both by setting up a Coordinating Committee of people representative of the entire district. This committee was assigned the tasks of identifying sex fairness needs and then planning and implementing programs to meet those needs.

The teachers, central administrators, building principals, and counselors on the committee worked together to create a realistic, workable program. Because the committee was in touch with the needs and interests of staff at all levels of the system, they established a broad base of support for the program long before it was implemented.

You might ask, "Isn't it more efficient to assign the project to two or three people who know all about sex fairness?" It may be more efficient, but the program will be less effective for a number of reasons.

First, a well-chosen committee reflects the range of ideas on sex fairness throughout the district. Two or three people cannot hope to do this. To change sexist practices, you need district-wide commitment. A representative group is much more likely to get this commitment with a plan that reflects all district views -- not just the ideas of a few.

Second, a committee creates a sense of openness about the project. Each member on the committee serves as a resource person to whom other educators can turn for information about the program. Since members will be in touch with what others in the district are thinking, they can pass these ideas back to the committee. Teachers and administrators who might otherwise resist change instead cooperate because they have had a chance to contribute their ideas and opinions. A committee sensitive to its constituency can keep these lines of communication open more easily than a few teachers or administrators working alone.

Third, committee people are in schools as part of their regular responsibilities, which has many advantages. They are on the spot to answer parent

questions about the Sex Fairness Program. Many people have a confused idea about the meaning of terms such as sexism, non-sexist, or sex fair; an informed person at the school can clear up misconceptions promptly and also channel back to the committee the ideas and suggestions of parents. Another advantage of having committee people from many different schools is that each person can monitor progress in the organization he or she knows best. Has the school held an in-service meeting on sex fairness? Are textbooks being reviewed? Is change taking place? Are all parts of the school's guidelines and plan workable? These are the kinds of questions that can be answered best by someone inside the school.

A fourth reason to use a Coordinating Committee is for continuity. There are three different stages in the program; it is best to have a stable group of knowledgeable people who can carry on through all stages without interruption. Even though one or two committee people may leave the district, enough experienced people will remain to keep the program on track. Also, they will be able to guide and train those who fill the vacancies.

Fifth, program implementation calls for expertise and suggestions from all the administrative levels and curricular specialties of a school district. A representative committee has people who can contribute the kinds of specialized information needed.

Finally, a committee makes it easier to divide the responsibilities and assign the many tasks of planning and carrying out a sex fairness program. With many people proficient at many things, the committee can accomplish the day-to-day work of the program.

Change takes time; it calls for committed people working together to bring it about smoothly. A dedicated, open-minded committee is one of the best means to generate district-wide support for your sex fairness program.

THE PROGRAM COORDINATOR

The Program Coordinator is the one person with the overall responsibility of seeing that your district's sex fairness program moves along on a day-to-day basis until all goals and guidelines have been achieved.

The coordinator heads the Sex Fairness Coordinating Committee and should be hardworking, cooperative, and tolerant. Beyond that, it's important that the coordinator be a good leader, be respected by colleagues, and have several extra ounces of perseverance for solving problems and seeing a job through to its finish. Concern with issues of educational equity and open-mindedness to differing points of view are absolutely essential. It's a plus, but not necessary, that the coordinator have experience with non-sexist educational concepts or programs.

The coordinator could be an administrator or teacher or school board member; he or she could even be a parent or community member. Or there could be two coordinators, working as a team. Most likely, however, the coordinator will be an administrator or teacher who has been given sufficient time to perform the coordinating function, though possibly the job could be added to a person's other responsibilities.

Details of the coordinator's responsibilities are described on pages 25-48 of this manual.

PARENTS AND THE COMMUNITY

What are some of the responsibilities parents can take? The initial impetus for your district's program may have come from concerned parents. Perhaps they exerted pressure as a group; or perhaps one articulate, well-informed individual started things off by asking key questions of school board members during board meetings or at election time.

Parents can take responsibility for learning what sex fairness is all about, exerting pressure to keep the program moving on the right track and to ensure that schools are accountable for progress. They can ask questions about new book purchasing, make themselves heard at school meetings, and be visibly and vocally supportive in other ways. This involvement is important not only so parents know the basic issues of sex fairness, but also so they can integrate what's happening at school with what's happening at home. For example, parents often request information on dealing with the blatant sexism in much of children's television programs.

But no matter how committed or supportive they are, parents cannot carry out a sex fairness program for the district. The three-stage program outlined in these manuals is designed to work within the system, with full participation from the total staff. As pointed out above, parents can make contributions each step of the way; however, since it is educators who work with students and the curriculum every day, it is they who must assess district needs and carry out curriculum revisions. To put it simply, parents should work on the program with you, not instead of you.

It is especially important to keep parents well informed about all program activities. Keep the lines of communication open.

THE SCHOOL BOARD

To succeed, a program of this scope must have school board backing. Your board may have initiated this program of its own accord or in response to community pressures or the requirements of state and federal laws. If sex fairness has been a big issue in your community, then this may even be reflected in who was elected to the board.

Either way, you'll need to enlist board support. Most important is getting the board to establish a policy on sex fairness. Also, you'll want the board's

approval on the guidelines the committee develops for meeting district sex fairness needs. Basic communication with the board about the objectives and specifics of the program is a must from beginning to end, and this might mean a full presentation to the board when the program begins, followed by monthly updates (in person or in writing) as the program moves along. Regular communication is vital so the board knows what's going on and can respond to queries from the community or the media; throughout the three manuals of the program, you'll find information to use in communicating with the school board.

THE SUPERINTENDENT

Let's suppose a school district launching a sex fairness program has the support of the school board, has established a Coordinating Committee, and has involved parents. What, then, is the superintendent's role? A crucial one. He or she probably helped get the program started in the district. But the superintendent also must demonstrate support during the life of the project, just as he or she would for any program of major importance to the district.

This means commitment. And it means setting an example in everything said and done about sex fairness in the district, since others will take their cue from the superintendent.

What are some specific ways of illustrating that support? First, it means expecting all staff, especially district administrators, to do their best to make sex fairness a reality in the district. It also means providing input on program guidelines and implementation plans; seeing that the coordinator, committee members, and others have the time and materials for getting the job done; introducing program goals and concepts to the entire staff; participating in some meetings of the Sex Fairness Coordinating Committee; and indicating the importance of the task to those who are helping the district move toward equity

in education. In short, a strong, supportive superintendent conveys real commitment to the program by what he or she says and does.

DISTRICT ADMINISTRATORS

It is to administrators that teachers, students, and parents will go with questions or concerns about sex fairness. Therefore, administrators must be well informed about the program and must demonstrate their support just as the superintendent does -- through words and actions.

Administrators, especially principals, will identify people to be on the Sex Fairness Coordinating Committee and the Curriculum Revision Committee. They will set up in-service meetings for the areas they supervise and will help plan ways to communicate with parents.

How can the coordinator see that administrators are prepared for their role in the program? One way is to provide them with the materials they need; another is to see that they have in-service training time to prepare for their parts in each stage.

In the last section of the Stage One Manual: Preparing for Change, you'll find an outline for a four-part administrators' workshop, "Implementing Sex Fair Education: The Administrator's Role." Ideally, this workshop should be held just before planning the in-service program (Stage Two). However, the workshop could also be held concurrently with the ongoing tasks of needs assessment (Stage One) or the in-service program (Stage Two) or curriculum revision (Stage Three).

TEACHERS

It is teachers who have the most day-to-day contact with students. In a sense, then, it is teachers' actions in the classroom that will ultimately determine the success of the program in your district. For this reason, training the professional staff in sex fairness is one of the best investments a district can make in the education of their students.

Individual teachers will take different roles in the program. Some will be involved from the very beginning as members of the Sex Fairness Coordinating Committee. Others may lead in-service workshops in Stage Two or join the Curriculum Revision Committee in Stage Three. Once the curriculum revision for each area begins, however, all teachers are needed to work for a bias-free curriculum.

Like all other groups in the district network, teachers must understand what sex fairness is all about before they can make it a living, day-to-day force in education. The crux of the coordinator's job is to make certain they gain the understanding. For specific information on sex fair professional behavior for teachers, media specialists, guidance counselors, and physical education instructors, review the Self-Evaluation Checklists in the Stage One Manual.

NONINSTRUCTIONAL STAFF

Bus drivers, secretaries, custodians, teacher's aides, cafeteria workers: all these people have contact with students throughout the school year. The behavior of noninstructional staff has its impact on sex-role expectations, too, even though interaction may occur outside the classroom.

Does the school secretary assign just girls to lunchtime phone duty? Do bus drivers discipline boys who are rowdy but overlook the same behavior from girls on trips to and from school? Is a boy always appointed captain of the safety patrol? Is it always a boy who delivers and sets up the audio-visual equipment or straightens the school supply closet? Are girls the ones who always work at the refreshment stand at football and basketball games? If so, your noninstructional staff needs some help to understand the district's commitment to sex fairness in all areas.

How? As with all other groups, involvement is the key. Use fact sheets, newsletters, in-service training, and other means to familiarize this part of the staff with sex fairness. Providing good, specific examples from each area will help make your points clear. You might work with several representatives from these areas to draw up a list of such examples, to include at the end of a fact sheet, similar to the one for parents on page 125 of the Stage Two Manual.

STUDENTS

Students are the ultimate beneficiaries of the Sex Fairness Program. It is for the diverse individuals who make up the student body that you are opening these options for today and the future. The student is at the center of the program.

But the student can be more than a passive receiver of the program's benefits. She or he can take an active role in shaping the program. Mature, articulate students may have lobbied -- separately or as a group -- for education without sex bias. Students can have input in the formation of the district's sex fairness guidelines and should have opportunities to participate throughout the entire program. Student council activities, articles in the school newspaper, and classroom questions about sexist remarks and behaviors are other means for students to show their interest in the program.

The words of aware students who aren't afraid to speak out can be the most effective in-service training that teachers receive on a day-in, day-out basis. "How did women help in the Revolution?" "Why can't boys enroll in Yoga?" "Why aren't there more women in science?" "Why is three-fourths of the athletic budget spent on boys?" Questioning, reflective minds at work, asking teachers to take stock of their own ideas about the roles of the sexes -- exactly the kind of minds you want to cultivate through better, bias-free education.

THE PROCESS: STEP BY STEP

INTRODUCTION

What do you, as Program Coordinator, do to bring about change in your district? What's ahead, now that you've been selected for this most important leadership role?

This part of the Coordinator's Manual will spell out, step by step, what you must do during each stage of the program to make education in your district more sex fair. You will find the details in the manuals for stages one, two, and three. Study all three stages so that you will have a comprehensive idea of what is to happen at each point in the program.

You will be the main person to whom people in the district will turn with questions about how the parts of the program fit together into a working whole. Refer to the chart on page 26 for an outline of the coordinator's tasks and responsibilities in each of the three stages. The tasks described in the text correspond to the chart and can be identified by numbers.

But first, a few words about your tasks that continue throughout each stage.

Working through Other People. Your job is a challenging one, but you'll have many people to help you. One of your first goals is to identify, organize, and prepare a Sex Fairness Coordinating Committee. Once you do this, most of your time will be spent coordinating the efforts of other people. As you progress, you'll gradually involve more and more people in the program. At times you'll feel like a ringmaster, with five acts going at once; but just take one step at a time, and remember that through your leadership the district will be discovering for itself how to reduce sex bias. No one person can do the job alone. Therefore, your primary task will be to help people work together -- to make certain they understand exactly what they're expected to do, to show them

OUTLINE OF TASKS AND RESPONSIBILITIES

PROGRAM COORDINATOR

<i>Stage One: Preparing for Change</i>	<i>Stage Two: Planning the In-Service Program</i>	<i>Stage Three: Revising the Curriculum</i>
1. Identify members of Sex Fairness Coordinating Committee and chair meetings 2. Establish meeting schedule and organizational procedures 3. Hold orientation sessions for committee members 4. Coordinate needs assessment and establishment of sex fairness guidelines 5. Coordinate development of implementation plan for the sex fairness guidelines 6. Coordinate evaluation of implementation of the sex fairness guidelines 7. Arrange for and coordinate administrators' workshop for implementation of the sex fairness guidelines 8. Coordinate communication efforts and act as liaison between the committee, school district, and community	1. Chair the Coordinating Committee 2. Oversee and coordinate planning and implementation of the in-service program 3. Coordinate planning and implementation of specific in-service meetings 4. Coordinate evaluation of the in-service program 5. Monitor implementation of the sex fairness guidelines developed in Stage One 6. Coordinate communication efforts and act as liaison between the committee, school district, and community	PROGRAM COORDINATOR 1. Chair the Coordinating Committee 2. Oversee and coordinate implementation of the sex fairness guidelines developed in Stage One 3. Oversee continuation of in-service training 4. Monitor the Curriculum Revision Workshop 5. Coordinate communication efforts and act as liaison between the committee, school district, and community <i>The workshop facilitator may or may not be a different person from the coordinator</i> CURRICULUM REVISION WORKSHOP FACILITATOR 1. Establish meeting schedule particulars 2. Identify participants for the Curriculum Revision Workshop 3. Conduct Curriculum Revision Workshop

how their work fits in with what others are doing, and to be available as a resource person.

Participatory leadership helps, too. This means that once the Sex Fairness Coordinating Committee is oriented, members will share some of the leadership responsibilities. You should delegate the work equitably to the committee so that you will be free to keep the program moving along smoothly and effectively.

A word of caution. Sometimes you'll think it might be easier to go ahead and do things yourself. Resist the impulse. Just as a good teacher will guide students through a maze of materials while they do their own learning, so will a good coordinator encourage people to grow on their own toward sex fairness. People come to new understandings by different routes and at different speeds. So call up your ability to organize, communicate, and motivate; draw upon your reserves of patience and perseverance. The challenge to remove bias from education is a big one, but you can do it through this program and the people in your district.

Working with Parents and the Community. A wise coordinator will work for parental and community support from the onset, since it's doubtful that such a program of change could be effective without their involvement.

There are ways to develop community support as a tangible part of your program. During Stage One, for example, a parents' representative may be on the Sex Fairness Coordinating Committee. In any case, make sure the committee relays its findings to the community and asks for ideas and suggestions for improvement.

During Stage Two, when you are planning an overall structure of in-service workshops, include some meetings geared to increasing parent understanding of the program. Several activities (17, 18, 19 and 20) in the Stage Two Manual

focus on helping parents see what sex fairness is all about. These and other activities can be used at parent organization meetings, neighborhood coffees, and other get-togethers. Some information from the activities can be adapted for parent newsletters.

Parents will probably not take part in the actual curriculum revision, which takes place in Stage Three. However, as always, you should keep them informed that the program is alive, well, and moving forward. Most important, you will want to continue the kinds of in-service meetings begun in Stage Two, which might mean follow-up meetings to let parents know the direction of the program or more newsletter notes with updates on progress.

Working with the Press. One important way to let people know what your district's sex fairness program is all about is through the press. Invite reporters for interviews to explain the what and why of your plans. (For specific suggestions on what to say, see "Communication," page 8, Stage One Manual, and "Dealing with Audience Responses," page 22, Stage Two Manual.) Try to develop a good working relationship with the press.

However, if the local press reacts negatively -- a likely possibility, since there are so many misunderstandings about sex fair education -- be calm. Don't overreact. Some reporters may be looking for an exposé. In response to questions like "What have you found are the major sexism problems in your district?" point out the need for sex fair instructional materials and in-service programs for the staff. Never mention any one person, office, or program as a problem area. Instead, remark that in a sexist society most schools are biased; however, your district is trying to become sex fair by using this particular program.

By providing plenty of positive news, you'll get the idea across that sex fairness in education is a big job that needs everyone's support.

STAGE ONE: PREPARING FOR CHANGE

Identify Committee Members (1).* One of the most important tasks in implementing the Sex Fairness Program is to decide who will serve on its Coordinating Committee. You probably have a number of questions about how to select the committee members. The following paragraphs should answer those questions.

- Who is the ideal committee member? Open-minded, hardworking, cooperative, interested in improving education: these are the characteristics of the ideal person for the committee. Open-mindedness is the single most important trait. The ideal committee person need not be enthusiastically non-sexist, nor have experience with sex fair education; it is more important that each person value equality and be willing to learn about sex fairness. Each person you select should be conscientious about carrying out responsibilities, should work well with others, and should be available to attend meetings regularly. Overlook those who are likely to lose interest quickly or who already are overburdened with other school duties: they'll only hold up committee progress.

- How do you choose a representative group? You want committee members who represent the attitudes and interests of all groups in your district. We suggest you choose people from all professional levels and categories, such as teachers, principals, central administrators, librarians, and guidance counselors; from all curricular specialities; and from all organizational units, such as grade levels, buildings, or teams. Make a special effort to recruit people in Physical Education, Home Economics, and Industrial Arts, where sexism may be of special concern. In addition,

*You probably will work with the superintendent and others in setting up the committee.

balance the committee by sex and race, including men and women from a variety of ethnic backgrounds. And don't forget to add some opinion leaders who are not committed to educational equity. Only in this way will you be sure to have a true spectrum of the ideas in the district.

You may wonder if you can assemble a committee of such diversity. You can. In the long run, it's well worth the extra effort now to set up a committee that represents the needs and interests of the entire district.

- How many people are needed? If you choose people according to the suggestions above, the size of the Coordinating Committee will depend upon the organization and size of your school district. Include enough people to ensure adequate representation -- probably 12 to 15 members.

- Should they volunteer or be appointed? It is best to include both volunteers and appointees. Publicize the committee's purpose and your need for people. Select volunteers from those who show interest; complete the committee by appointing others who will make the group representative of the district. When you appoint people, be sure they are willing and able to serve.

- Should parents be committee members? Parents can be either an asset or a liability to the committee. On the positive side, interested and supportive parents can easily help the group by communicating program goals and activities to others in the community. Or they may contribute information about sexist practices outside the school. Additionally, through their communication efforts, they can head off misconceptions or criticisms about the project.

But although the aid of parents is invaluable to program success, some districts may decide not to include parents as members of the

Coordinating Committee during the early stages. Parents can inhibit activities that call for frank criticism of school practices, and teachers and administrators may not be forthright about sexism problems if they feel this information might pass outside the immediate group of professionals.

As a rule of thumb, include parents on the committee if the staff would feel comfortable working with them; if the staff would be inhibited by their presence, wait until a later stage in the program to include parents.

● What are the committee's main tasks? Here's a brief look at what the committee will be doing as it works through the three stages of the program. (The manuals for each stage contain details on how to accomplish all tasks.)

Stage One: one organizational meeting in the fall, followed by 6-8 half-day meetings during the year (or the equivalent)

- Assess what the district must do in order to become sex fair
- Establish guidelines and an implementation plan to meet the needs identified

Stage Two: 6-8 half-day meetings (or the equivalent)

- Plan a series of in-service meetings on sex fairness
- Carry out the scheduled in-service program

Stage Three: 10 half-day meetings (or the equivalent)

- Review district needs for curriculum revision
- Plan a program for reviewing/revising the curriculum at all levels
- Integrate the program by working with representatives from every level, K-12

In summary, the program's success will rest with the Sex Fairness Coordinating Committee. Choose the members carefully, with an eye for those who are open-minded, interested in equality in education, and representative of the diversity in your district.

Establish Meeting Schedule and Organizational Procedures (2). You will want to hold full committee meetings about once a month, or every two weeks in the beginning. Schedule them far enough in advance so that committee members can make whatever arrangements are necessary to attend.

As you decide when to hold meetings, consider what the committee prefers, school district procedures, union regulations, relative costs, and any instructional problems. You can plan meetings during either the school day or after school hours. You may have to consider substitute coverage and/or extra time reimbursement.

Each meeting will need a recorder to write the minutes of the meeting and to distribute copies to each committee member and the superintendent. This task should be rotated among committee members. The minutes serve as reports to those not present and are a convenient reminder to everyone of committee decisions, plans, and assignments. Over a period of years, these minutes will be helpful as you move the committee through the tasks of stages one, two, and three.

At every meeting, provide each member with a written agenda that spells out the tasks to be accomplished and who is to do them. Report progress on old business, asking members for comments and suggestions. Give subcommittees a chance to report problems and successes and to make suggestions to one another. If you've had feedback from other sources on committee activity, share and evaluate it.

Explain plans for future activities, and always give committee members an opportunity to contribute suggestions. When you are ready to assign tasks, ask members to volunteer for the jobs they prefer. Considering preferences will help you maintain motivation and enthusiasm.

Hold Orientation Sessions for Committee Members (3). One of your continuing tasks as coordinator is to prepare committee members for the task ahead by orienting them to some of the basic aspects of sexism in education and why sex fairness is needed in our schools. This is an important part of your role; you'll see people growing out of old stereotypes in a gradual way. Although the entire three-stage program will include opportunities for growth at each step of the way, it is important that some initial time in early meetings focus on the basics of sex fairness.

For instance, in the beginning some committee members may not realize that sexism exists in your district. They may not recognize many customary practices as sexist or see sex fairness as a priority compared to other educational problems. To help change these attitudes, include some basic orientation activities in early meetings and from time to time throughout stages one and two.

The Stage One Manual includes several suggestions for orientation activities: completing the Sex Fairness Survey; reading several articles about socialization and change; viewing a filmstrip on sex-role stereotyping; and introducing the committee to the Self-Evaluation Checklists and institutional Sex Fairness Guidelines. Depending on what you select, these activities could constitute the first two to three meetings, or you may wish to spread them throughout the first several meetings, alternating committee tasks with orientation activities.

● Sex Fairness Survey. This is a good springboard for discussion and therefore a good place to begin. Don't let the committee get bogged down on any one question. In particular, make certain that no one feels uncomfortable about expressing personal views -- people should not have to reveal individual opinions if they do not wish to.

● Readings on socialization and change. The articles included in the Stage One Manual (and readings in the other manuals) are a few of the many excellent ones that exist on sexism in the schools. You may want to request that committee members read the articles before the meeting, or give them time to read during the meeting. Encourage committee members to share other articles they find.

The Bem article was originally prepared for the Pennsylvania Department of Education and was distributed to all guidance counselors and administrators throughout the state. Although some of the statistics need updating (refer to Data Survey, Stage Two Manual), the basic tenets and points provide considerable opportunity for reflection for any group beginning a sex fairness program.

The Hahn article discusses the principles of planned educational change applicable to the adoption of any new ideas, practices, or products. Hahn's four basic points are: individuals proceed through identifiable stages as they move toward the adoption or rejection of an innovation; particular roles have potential to facilitate or hinder change; certain techniques are more effective than others in promoting change; and a systematic plan of action is more likely to result in change than individual, spontaneous, haphazard action.

● The National Education Association filmstrip "The Labels and Reinforcements of Sex-Role Stereotyping" is a good, low-key film that

covers some basic groundwork on sexism in education. It can be ordered for \$24.50 from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. For information, call (202) 833-4233.

- Introduction to Self-Evaluation Checklists and Sex Fairness

Guidelines. The best way to prepare committee members for the specific tasks they will be doing is to begin to involve them in this work. Introducing them to the Self-Evaluation Checklists and to the Sex Fairness Guidelines is one of the ways to familiarize them with both of these important tools.

In addition to the activities described above, it is also important to encourage committee members to attend conferences or conventions on the subject of sexism in schools. The motivational boost, as well as the information brought back, makes this a good investment of committee time and money.

Make certain that you continue the orientation process as you work with the committee during Stage One. Communicate clearly about goals, program organization, and tasks to prepare committee members as they work. Keep everyone informed about all phases of your district's sex fairness program. Ask committee members to read over the introductory section to gain an overview of the objectives, structure, and organization of Stage One. Once members understand the scope of the problem, you can train them for specialized tasks, such as presenting in-service programs to teachers (Stage Two), speaking to parent groups (all stages), developing new teaching activities (Stages Two and Three), and seeking outside information. Consider the talents and inclinations of individual members to determine whether development of such "specialists" is a good course of action. (Throughout this program, you'll find information to help you carry out this training. Specific guidance for those members who will lead in-service meetings is provided on page 21 of the Stage Two Manual.)

Coordinate Needs Assessment and Establishment of Sex Fairness Guidelines (4). This is the heart of Stage One. Assessing district needs and establishing district guidelines are two distinct steps that will help provide a blueprint of action that you can follow throughout all three stages.

It will be more efficient of everyone's time to divide into subcommittees in order to accomplish the extensive work involved in assessing needs and establishing guidelines. Make certain the subcommittees are given sufficient time to do their work, and provide frequent opportunities for them to meet and briefly share their findings and questions.

Stress with all committee members the importance of soliciting opinions from various sources within the school community so that the final guidelines reflect various points of view.

Keeping track of what everyone is doing is crucial at this time. It's your job to see that work is moving ahead and that the committee is staying on course.

You can use the sample sex fairness guidelines as a model for developing your own guidelines through the committee discussion process. The more involved staff members are in developing guidelines, the more successful your program is likely to be. Remember that these guidelines are not meant to be carved into stone. They can be adapted to your particular district.

Your guidelines will vary in importance: some will be crucial, others less so. Some guidelines need only minimal time and effort to implement. The T/E committee found staff in-service training and curriculum revision of such importance to sex fairness that these eventually became Stages Two and Three of this program.

The sample sex fairness guidelines provided in the Stage One Manual were developed using two basic sources: The Pennsylvania Department of Education's

Self-Study Guide to Sexism in Schools and the Kalamazoo (Michigan) School District's model for school district change.

Coordinate Development of Implementation Plan for the Sex Fairness Guidelines (5).

Coordinate Evaluation of Implementation of the Sex Fairness Guidelines (6).

As the sex fairness guidelines are put into effect, you will coordinate an evaluation of results. This will be an ongoing process, in which you will be answering the following questions: Are planned changes being made? On schedule? Do some areas need more assistance? In writing evaluation reports, you will want to consider the audience and have the reports reflect both past accomplishments and future needs.

Arrange for and Coordinate the Administrators' Workshop for Implementation of the Sex Fairness Guidelines (7). You will want to plan the administrators' in-service workshop based on your district's needs. It is recommended that four administrators (an elementary principal, a secondary principal, a central administrator, and a chairperson, taken where possible from the district's Sex Fairness Coordinating Committee) serve as a Steering Committee to plan the meetings. (Refer to page 38 for a sample letter you can adapt and send to prospective members of the Steering Committee.) This group should study the model administrators' workshop and adapt it to fit your school district's needs. Then the Steering Committee will set the agendas, schedule the sessions, duplicate materials, and help prepare for the meetings.

Coordinate Communication Efforts and Act as Liaison between the Committee, School District, and Community (8). You will need to plan and coordinate communication about the program. This is one of your most important jobs throughout all stages. The more people know about the program and its relationship to better education, the more likely they are to support the program.

SAMPLE MEMO TO IDENTIFY STEERING COMMITTEE FOR ADMINISTRATORS' WORKSHOP

TO:

FROM:

Program Coordinator and/or District
Superintendent

SUBJECT: Steering Committee for Workshop on "Implementing Sex Fair Education:
The Administrator's Role"

We are forming a Steering Committee to help us plan in-service work sessions for our entire administrative staff. Would you serve on it?

Tentatively, our work schedule is as follows:

Steering Committee: 2 or 3 two-hour meetings between now and (set time).
Entire Administrative Staff: 4 in-service meetings of two to four hours each between _____ and _____, or 2 full-day in-service meetings during the summer.

Objectives of the in-service meetings for all administrators are:

- to define the administrator's role in implementing a district-wide sex fairness program; and
- to help each administrator develop a realistic plan for making his or her area sex fair.

We will be reviewing suggested objectives, tasks, and materials for all these meetings. Because of your membership on the Sex Fairness Coordinating Committee and/or background in this area, your ideas and reactions will be invaluable to us in our work.

Here is a suggested outline of what the Steering Committee's responsibilities will be:

1. Study the T/E model; review how it can be adapted to our district's needs.
2. Review the administrators' workshop objectives, tasks, and materials. Assess district needs relative to administrative in-service.
3. Plan the in-service workshop for district administrators, considering what would be the best use of time available.
4. Schedule meetings; prepare agendas; assist in conducting the workshop.
5. Evaluate the entire administrators' workshop.

Please return this portion or call for further information. Thank you for your consideration.

I (can/cannot) serve on the Steering Committee for the Workshop on the Administrator's Role in the Sex Fairness Program.
Best meeting times for me are _____.

(NAME)

Refer to pages 10-11 of the Stage Two Manual and pages 8-11 of the Stage One Manual for additional suggestions about communication.

STAGE TWO: PLANNING THE IN-SERVICE PROGRAM

Chair the Sex Fairness Coordinating Committee (1). As your sex fairness program moves into Stage Two, you may want to identify new members for the committee. Staff who were formerly bogged down in other assignments, people who have become excited about sex fairness over the past year -- these people will bring a new perspective to your work.

As you redefine committee membership, give all present members an opportunity to continue or leave, as they wish. Encourage them to stay if they can. You will need the continuity of understanding and purpose they can contribute.

As the composition of the committee continues to change each year, you will find that a good mixture of new and old members works best.

Oversee and Coordinate Planning and Implementation of the In-Service Program (2). The committee's major objective during this stage is to help others understand the advantages of sex fair education and how to make it a day-to-day reality in the district. This calls for a series of in-service meetings tailored to the needs of different groups. As you plan the overall structure of meetings, remember that in-service training works best with small groups of people. Pages 1-19 of "The In-Service Program," Stage Two Manual, give detailed guidance for carrying out this responsibility.

Coordinate Individual In-Service Meetings (3). You will assign responsibility for planning and conducting each in-service meeting. Ask those who will lead in-service meetings to study "Preparing an In-Service Meeting" and "Dealing with Audience Responses," pages 20-24 of the Stage Two Manual. You should

work with them to review the 20 activities in Stage Two in order to choose those best suited to the objectives of particular meetings.

Coordinate Evaluation of the In-Service Program (4). This means devising a way that the committee can follow up to see that all objectives for in-service training have been met. Has there been in-service activity in each building? Do most district educators seem to have an accurate idea of what sex fairness is all about? Are there areas where further awareness is needed? How much in-service training is enough? These are the questions the committee should be asking. For specific guidance, see "Evaluating In-Service Meetings and Programs," beginning on page 24 of the Stage Two Manual. Most important, review the program objectives and note the progress of implementation (see pages 13 and 18-19 of the Stage Two Manual).

Monitor Implementation of the Sex Fairness Guidelines Developed in Stage One (5). Although the committee's focus during Stage Two is on the in-service program, you must also keep Stage One in mind. Is there continuing progress in putting the sex fairness guidelines into effect? Monitoring the guidelines can take place in different ways. Subcommittee members from Stage One can request progress reports from those responsible for implementing various guidelines; for example, one guideline might have been to open up all courses to both sexes, and it's a simple matter to report whether this has taken place.

Another part of follow-up might be to present an interim report to the superintendent and school board. You will want to tell them about the district's in-service program objectives and meetings conducted during the year as part of Stage Two, since these activities will have fulfilled guidelines. But also include a report on the other guidelines. Which ones were identified by the committee as crucial? Have they all been met? If not, why not? What

plans are there for continued follow-up? What conclusions and recommendations do you have for future work?

Communicate (6). Continue your policy of open communication about sex fairness. The in-service program is an integral part of your efforts to keep the school district and community informed of what the committee is doing.

STAGE THREE: REVISING THE CURRICULUM

The Program Coordinator works with two committees during Stage Three: the original Sex Fairness Coordinating Committee and a new Curriculum Revision Committee. There may be overlap in the membership of these two groups.

During Stage Three, the coordinator oversees the tasks of the Sex Fairness Coordinating Committee: to continue monitoring implementation of the sex fairness guidelines; to prepare reports updating the district superintendent and others; and to continue to carry out communication efforts and in-service meetings for staff and parents as identified during Stage Two. In other words, the Coordinating Committee has a chance to concentrate on what has or has not been happening with implementing the sex fairness guidelines, particularly those that have been specified ongoing.

The second group, the Curriculum Revision Committee, is the focal one during Stage Three. Through participation in a workshop, its members review and make plans for revising the curriculum for sex fairness. The person who coordinates the Curriculum Revision Workshop is the workshop facilitator, who may or may not be the Program Coordinator. If not, then the coordinator should stay in close contact with the workshop facilitator and keep apprised of all workshop activities, especially the Curriculum Revision Committee's recommended plan of action and the suggested strategies for integrating sex fair learning materials into the district's curriculum.

Who should be the facilitator for the Curriculum Revision Workshop? The person should have the same qualities as the coordinator (see page 18). He or she should also be familiar with curriculum design and have experience with a broad curricular base of several subject areas. Although previous experience with non-sexist education is desirable but not required, it is most important that this person be committed to educational equity.

The tasks for the workshop facilitator during Stage Three are described in the following pages.

Establish Meeting Schedule Particulars (1). Decide how many meetings there will be and when they will take place (e.g., during the school year or in the summer). The workshop model provided in Stage Three has been designed for 5 full days; however, adaptations are also provided for either 7 or 10 half-day sessions. For specifics refer to page 8 of the Stage Three Manual.

Identify Participants for the Curriculum Revision Workshop (2). Once the district has decided to hold a Curriculum Revision Workshop, decisions should be made regarding specific priorities for becoming sex fair (e.g., basic skills, K-6; Social Studies, 7-12). This will make a difference in who the participants are. If no specific curriculum area is identified, then you will want to draw from a representative group.

Representation from all subject areas, grade levels, and schools within a district provides the ideal circumstances for implementing a non-sexist curriculum. Therefore, send copies of "The Sex Fair Curriculum: What and Why" (pages 3-4 of the Stage Three Manual) to all teachers and others who work with pupils in the classroom, such as librarians, media specialists, and counselors. District administrators should also be represented on the Curriculum Revision Committee.

Accompany "The Sex Fair Curriculum" with a letter similar to the sample on the next page. Give details of the district's aims in implementing a sex fair curriculum, as well as specifics regarding the workshop sessions: dates, times, meeting place(s), remuneration and/or released time, participants' obligations.

An additional cover letter -- ideally, signed by the district superintendent -- urging support should be sent to principals, department chairpersons, supervisors, and/or team leaders.

You will also want to work closely with the director of curriculum during Stage Three. Encourage him or her to take an active part in the Curriculum Revision Workshop.

Conduct the Curriculum Revision Workshop (3). Leading the Curriculum Revision Workshop is an exciting and important job. As explained in "Participants: The Curriculum Revision Committee," Stage Three Manual, page 6, participants will also lead some workshop activities. However, you will be the one person with an overall view of how the workshop pieces fit together. If a session seems to be getting off track, you'll be expected to get it running smoothly again; and you'll need to check that the preparations for each session are assigned and completed. Therefore, it's essential that you prepare thoroughly so that you convey a sense of purpose, knowledge, and openness.

As you get ready for the workshop remember that it's important for participants to see from the beginning that your district's central administration supports this program. One of the best ways to do this is through their involvement in the workshop itself. In fact, the workshop facilitator might very well be the district's director of curriculum.

SAMPLE MEMO REQUESTING CURRICULUM REVISION WORKSHOP PARTICIPATION

Date

To: Teachers, administrators, media specialists, guidance counselors

From: Coordinator, Sex Fairness Program

Subject: Participation on the Curriculum Revision Committee

We have an exciting job ahead and we need your help.

Will you serve on a committee that will review and revise the curriculum for sex fairness?

If you do, you will be provided with time, opportunity for professional growth, and (add other items as appropriate...)

Why is it necessary to review and revise the curriculum for sex fairness?
Because much of the instructional materials currently used show both sexes in stereotyped roles and/or omit the contributions of women. A sex fair educational program benefits children of both sexes. By making sex fairness an integral part of the full curriculum, the potential impact on our students is great.

What is a sex fair curriculum? Consisting of textbooks, teaching strategies, and classroom behaviors, the sex fair curriculum is based on a philosophy and behavior that encourage every individual, male or female, to explore and maximize his/her own abilities, interests, and potential.

What is the specific task ahead? Planning for the sex fair curriculum calls for extensive involvement from you, staff members representing all grade levels, subject areas, and schools. As a workshop participant, you'll fill out surveys, view films, evaluate your own professional behavior, and discuss and analyze curriculum materials. You will not be expected to have previous experience in writing sex fair curriculum, nor to have a complete understanding (at this time) of the sex fair curriculum.

Staff members participating in this curriculum revision committee will be expected to attend _____ sessions. Meetings will take place at _____. Staff members representing all subject areas and grade levels are needed.

If you have any questions, please contact _____ at _____. We would appreciate a prompt reply, by September _____, concerning your intention to participate. The first meeting is tentatively planned for the middle of October. If you are interested, please complete the portion below and return to _____.

Enclosure: "The Sex Fair Curriculum: What and Why"
cc: Superintendent of Schools
Director of Curriculum

NAME

SCHOOL

My interests and qualifications for participation are:

During the actual conduct of the workshop, you'll find that many people have misconceptions about what sexism is and that they don't understand the great potential a bias-free curriculum can have for students. Make certain that workshop participants have ample opportunity to ask questions and express their feelings and opinions. One way to do this is in handling the lunch break in full-day sessions. This is an important time for informal contact among workshop participants; new ideas or questions may arise to be discussed in the afternoon session. Therefore, have participants bring lunches, or make provisions for them to purchase lunches, so that everyone can eat together in the workshop area.

As you prepare for the workshop sessions, and as you study the agendas and tasks for all sessions, you'll gain a clear idea of your role as workshop facilitator. Remember to take just one step at a time. Detailed agendas for each workshop session begin on page 17 of the Stage Three Manual, and all participants will work with copies of these agendas. In addition, below are assorted notes and suggestions, keyed to each workshop session, that will help you as workshop facilitator. Read these notes with a copy of the agendas in hand.

● Notes for Session 1.

Introductory Survey: Thinking about Sexism. This activity is designed to give you an idea of participants' assumptions and preconceptions about sex-role stereotyping at the beginning of the workshop. It will orient participants to the problems of sexism and will stimulate discussion later in the program. Group results of the survey will be tabulated and shared with participants at the second session.

Sexism and the Future: Data Survey. This activity may produce some questions, unless you make it clear that although statistics can be used ambiguously, these were selected to emphasize points about the realities of changing male/female roles in our society. The emphasis is on viewing education as a way of preparing pupils for the future in which they will live -- not for the present or

the past. When possible, update the statistics to the most current Statistical Abstract (U.S. Department of Commerce, Bureau of the Census).

Sex-Role Simulation Game. This simulation game shows how we tend to react to one another on the basis of the visible labels placed on people by society, convention, race/age/sex stereotypes, etc. Discussion should stress these points, as well as individuals' reactions and teachers' views about how this simulation might be used in the classroom.

Problems Solving: Classroom Activities. Teachers need experience in trying out sex fair activities in the classroom. In the process of teaching lessons on sex stereotyping, teachers discover, often for the first time, the extent of sex bias in the attitudes of their students. This recognition can have a positive effect on staff participants and may provide additional motivation for planning for the sex fair curriculum. Make certain that workshop participants have ample opportunity to share with others from the same subject area and/or grade level student reactions and lesson modifications.

Self-Evaluation Checklists. Separate checklists, found in the Stage One Manual, have been provided for administrators, teachers, guidance counselors, media specialists, and physical education instructors. They are designed to help educators evaluate those professional behaviors which influence sex fairness. It may be necessary to reassure participants that the checklists are intended as a tool of self-evaluation and personal growth, and not as a means of outside evaluation. Some people feel threatened by the suggestion that their behavior might be judged by someone else. The checklists state specifically what is expected of sex fair educators and allow them to match their own behavior (anonymously) against this standard.

Evaluation. An evaluation of the Session 1 workshop will help you learn what was successful and what you might wish to change in the next meeting.

● Notes for Session 2.

Films on Sex-Role Socialization. You may want to show a film or combination of films that comments on the lives of both men and women. If none of the films listed is available, try to find a suitable substitute film that illustrates the socialization of boys/men and girls/women. Be prepared for discussions on value questions stemming from these films. For example, some participants may question reducing the role of competition in American society. The Fable of He and She, because it uses animated, animal-like characters and delivers a message about socialization in a non-threatening way, is especially useful to audiences new to sex fair education.

Role Playing. Role playing is another tool for understanding sex-role stereotyping and the process of socialization. Remember that not all people are natural role players; some feel inhibited at first. Participants may need encouragement or help. Sometimes participants feel better if volunteers demonstrate how to role play a situation before the rest of the group tries it. Encourage everyone to try role playing -- it can be fun -- but do not require anyone to do it.

- Notes for Session 3. As the Curriculum Revision Committee get into the rest of the sessions, it probably will be easier for them to work in pairs within their subject area/grade level. Urge elementary teachers to select one subject area to concentrate on; other elementary subjects can be more easily dealt with after one is completed. Secondary subject area teachers who do not have peers from their field should work alone, but seek reactions and feedback from other secondary teachers, particularly those who teach pupils of the same age or grade level. Administrators, media specialists, and counselors may want to work together or join other groups.

Rating Your Texts. This is a time-consuming process but a very necessary one. Limit the time spent on this task so that people do move on to the next step. Workshop participants should rate several texts in depth and skim through a cross section of others until they rate a good representation of texts in their subject areas. Teachers who teach several areas may want to focus on one.

One persistent question often appears through the rating process, and that is, "Is sex fairness the most important criterion for rating texts?" Sometimes the question is phrased, "What if a text meets all other standards except sex fairness?" A word of caution. These are often trick questions. It is one thing to supplement sexist texts currently in use, quite another to purchase new books that are obviously sex biased. If there is an answer to this question, it is: "Sex fairness is one of the criteria for rating texts; on the other hand, it is hard to imagine that a recently published text, rated as 'excellent' on all other criteria, would be biased on the basis of sex or race."

Search and Survey. Make available bibliographies, copies of ready-made activities and sex fair materials, catalogs, publishers' purchasing guides, Part II of the Stage Three Manual, and other resources. Examples of sex fair materials do more to help teachers review and revise their own curricular areas than any theoretical model. Part II, "Sample Materials" (elementary and secondary), prepared by teachers as a result of a similar series of workshops, may serve as examples of what educators can do to enhance the sex fairness of their curriculum. Urge participants to look over these teacher-made materials for suggested style, methods for adapting existing texts, ideas for new activities, and materials they can actually use.

- Notes for Session 4.

Plan of Action. Your district's plan of action is one of the most important tasks of Stage Three. It should provide a blueprint for all future curriculum revision activities. As you work with all of the separate subject area/grade level groups, your role becomes that of a problem solver. Keep people on task. Help them by answering questions, suggesting ideas, and by redefining the specifics of their work.

- Notes for Session 5.

Integration Strategies. Urge the Curriculum Revision Committee to consider how they might get other instructional staff members to accept and use the products of these workshops. Also have them consider ways of familiarizing parents with sex fair learning materials. At the conclusion of the workshop, have participants list or discuss ways of incorporating sex fair materials into their district's curriculum. A sample list of implementation ideas has been provided on page 64 of the Stage Three Manual.

Follow-up. At the end of Session 5, collect all plans of action and integration strategies and present them to the district's director of curriculum. If the director of curriculum has not been a member of the Curriculum Revision Committee, encourage him/her to serve as a resource person during Sessions 3, 4, and 5.

THE PROGRAM IN USE

Becoming Sex Fair grew out of one school district's efforts to eliminate sex discrimination from all areas of school life. The district decided to determine if its program could work in diverse districts that wanted to provide more equal educational opportunities.

The program was ready for testing by other districts in 1977-78. During the test year, as selected districts tried different stages of the program, they were monitored to determine the factors that affected implementation. In the following pages are answers to some of the questions you may have about what happened during the trial period for Becoming Sex Fair.

WHERE WAS BECOMING SEX FAIR TESTED?

Fourteen school districts in Pennsylvania used the program during the 1977-78 school year. Of the 14, five used Stage One, "Preparing for Change"; five used Stage Two, "Planning the In-Service Program"; and four used Stage Three, "Revising the Curriculum."

WHAT WERE THE DISTRICTS LIKE?

In size, the districts varied from one small district of less than 1,000 students to the largest district with over 100,000 students. Most districts using the program, however, had between 2,000 and 8,000 students. There were contrasts in the socioeconomic and racial makeup of the districts, too. In one district, students came from a large city. Other districts drew students from smaller cities and towns, from suburban communities, and from rural areas. Two districts were predominantly black; the others were mostly white or were racially mixed. Economically, two districts served affluent communities, while in four others the students were from lower income groups. In the eight other districts, most students came from middle income families.

HOW DID A DISTRICT'S DEMOGRAPHIC FEATURES AFFECT THE IMPLEMENTATION OF THE PROGRAM?

Location, size, wealth, and racial mix had no relationship to how successful a district was in completing its stage of the program. Trials in school districts small and large, rural, suburban, and urban, rich and poor, showed that any kind of district can complete program activities.

WHAT WERE THE COORDINATING COMMITTEES LIKE?

Each district established a committee to carry out the activities of the program. Committee size ranged from 11 to 25 members. Although most of the committees were composed of volunteers, two districts appointed the committee members, and one assigned the program to an existing committee.

In all cases, most of the committee members were teachers who represented different grade levels; subjects, and special services. With one exception, every committee included one or more administrators. In six instances, one or two community members joined the committee, and one committee also included students.

Whatever the committee composition, however, most districts, particularly those of Stage Two, found that when the time came to put recommendations into effect, the job was easier if they had strong administrative representation on the committee.

HOW WERE LEADERSHIP RESPONSIBILITIES HANDLED?

This was one key to how completely a district carried out the program. In nine districts, committee members accepted responsibility for leading different tasks. Generally, the more the committee members shared leadership, the more of the program a district carried out. Usually, when one person attempted to handle all leadership functions alone, less of the program was completed.

WHO HEADED THE COMMITTEES?

All districts appointed coordinators to facilitate the activities of the committees. Usually the coordinator was an administrator who had the authority to make logistical arrangements for committee activities and meetings. Some of the districts appointed more than one individual to the coordinator's position. Shared coordination was especially effective in those districts with large committees and with tasks that required extensive work.

HOW OFTEN DID THE COMMITTEES MEET?

This depended in part on which stage of the program the district was testing and in part on how fully the district carried out the program. However, no two committees scheduled their meetings in exactly the same way. Most met during the regular school day, during early dismissal and late opening times, or during in-service days. Few meetings were held outside regular school hours.

As an example of scheduling, here's the experience of three districts, each one trying out a different stage of the program during 1977-78:

District A, using all parts of Stage One:	18 one-hour meetings
District B, using all parts of Stage Two:	5 half-day sessions plus in-service sessions
District C, using all parts of Stage Three:	6 half-day meetings plus one full day meeting

Although the structure of meeting time varied from district to district, those which accomplished the most were also those districts which provided the greatest amount of committee meeting time.

WAS ANY STAGE OF THE PROGRAM EXPENSIVE TO USE?

No. Nearly every district found that program costs were low. Typical expenses were for occasional secretarial support for the committee's activities; film rental or purchase; salaries for substitute teachers for some committee members when meetings were held during teaching hours; and refreshments at meetings. Often, those districts which regularly scheduled in-service time for their staffs were able to use the program then without additional salary costs. To save the cost of substitutes, one district assigned administrators to teach classes when teachers had committee meetings.

COULD DISTRICTS CARRY OUT THE PROGRAM ON THEIR OWN?

Yes. Each stage was designed so that a district could administer it without outside help. Most districts found that they could use the program without technical assistance or consultants. The materials proved to be self-administering, as they were designed to be.

TO WHAT EXTENT DID THE DISTRICTS ADAPT THE PROGRAM TO MEET LOCAL NEEDS AND CONDITIONS?

The program encourages districts to make changes, if needed, so that program tasks and activities are most appropriate and useful for each unique, local situation. Some districts made no changes; others added activities, speakers, and films; still others developed additional surveys, personnel forms, and curriculum rating methods for local use. One district altered some of the activities to make them more meaningful for pregnant students. Generally, the districts which did adapt the program to meet their special needs accomplished more of the program than the districts which did not adapt.

WHAT WERE SOME OF THE PROBLEMS ENCOUNTERED?

One general concern was the scheduling and -- in the middle of a winter of record snow days -- the rescheduling of enough meetings to do an effective job.

There were other factors, too, unrelated to the test, that caused some districts to give the program a lower priority during the year. For example, in one school district a school burned down. In other districts two superintendents resigned in the middle of the year, and two coordinators were hospitalized. All these factors affected the test in those districts. Despite these setbacks, eight districts completed all the materials they were testing.

HOW DID DISTRICTS BENEFIT FROM USING THE PROGRAM?

Those districts which implemented the program materials found various kinds of benefits depending upon the stage that was used. Among these results were:

- The adoption of sex fair policies and practices concerning personnel, curriculum, guidance, and extra-curricular activities (Stage One)
- A series of in-service activities planned and conducted for staff, pupils, and parents (Stage Two)
- A planned program of curriculum revision for sex fairness (Stage Three)
- Specific plans and recommendations for future actions designed to continue and improve equity in the total school environment (most districts in all three stages)
- A core of trained people sensitive to the need for continued efforts for educational equity (most districts in all three stages)
- A core of people motivated to continue program activities because of the realization that change is possible (most districts in all three stages)
- A significant increase in positive attitudes toward sex fairness as measured by an attitude survey (most districts in all three stages)

IN SUMMARY, WHAT WAS LEARNED DURING THE TEST YEAR ABOUT PROGRAM IMPLEMENTATION?

- | | |
|------------------------------|---|
| <i>Demographic Features</i> | <ul style="list-style-type: none">● A district's location, size, wealth, and racial mix had no relationship to program implementation. |
| <i>Committee Composition</i> | <ul style="list-style-type: none">● Districts formed committees that were representative of the total professional staff.● Usually the committees were composed of volunteers. Those committees with strong administrative representation generally accomplished the most. |
| <i>Leadership</i> | <ul style="list-style-type: none">● Coordinators were usually administrators.● The program was most effective when committee members were responsible for leading different parts of the program. |
| <i>Time</i> | <ul style="list-style-type: none">● Districts varied greatly in the ways they scheduled committee meeting time and in the amount of time provided.● Those districts which scheduled the most committee time accomplished the most. |
| <i>Costs</i> | <ul style="list-style-type: none">● Nearly every district found that the costs of implementing the program were low. |
| <i>Technical Assistance</i> | <ul style="list-style-type: none">● Most districts found that they could use the program without technical assistance or outside consultants. |
| <i>Adaptation</i> | <ul style="list-style-type: none">● Those districts which adapted the program to meet local needs accomplished more than those which did not adapt the program. |
| <i>Benefits</i> | <ul style="list-style-type: none">● Several districts adopted new sex fair policies and practices concerning all aspects of school district operation.● Other districts planned and conducted a series of in-service sessions for all staff members.● Stage Three districts reviewed and made plans for revising the K-12 curriculum.● Most districts ended the year with specific recommendations and plans for continued efforts in the area of educational equity.● In the implementation of future actions most districts planned to make use of the experience and training of the staff members who had used the program materials during the testing period.● The results of an attitude survey administered in school districts using the materials showed a significant increase in positive attitudes toward sex fairness. |

AFTERWORD

As Program Coordinator, you will be working with many different groups of people at all different levels of awareness and commitment to sex fair education. The male math teacher who believes in complete freedom from limiting stereotypes for both sexes, but who can't quite see the whole point of affirmative action; the female coach who wants all sports teams completely integrated, but who is adamant in not letting chivalry die; the male English teacher who has finally reconciled himself to using they in the singular -- these and many others like them are the people who will be the flesh and blood of your district's sex fairness program. Remember that it is difficult for some people to get rid of a lifetime of stereotypes; sometimes a little effort calls for a lot of support.

Make certain that you handle carefully the extremists on both sides: the people who resist all change and who see sex fairness as a threat to their children's education, as well as the militant activists who may not think you are doing enough fast enough. It is important to respect their genuine concerns and to deal with them as sincerely and respectfully as you would any others.

Part of the exciting challenge of your job is to get all these diverse people working together, and not insist that the sex fair educator be only one kind of person.

If you are fortunate enough to work on your district's sex fairness program for several years, and as you have opportunities to talk with your colleagues in other school districts, you will come to the realization that no district is really sex fair, that it is the continuing process of working together that is important -- the process of becoming.